



Tomorrow's Doctors, Tomorrow's Cures®

Missions Management Tool

2013

Prepared for

University of North Carolina at Chapel Hill
School of Medicine

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Background

All U.S. medical schools share the missions of teaching, biomedical research, and the provision of health care. However, the emphasis that any individual medical school places on these missions and its unique goals varies among medical schools. This variability is driven by many factors, including a medical school's charter, its history, its character as a public or privately supported institution, as well as expectations of the state, the faculty, and the local community.

The Missions Management Tool (MMT) is intended to provide the leadership of each medical school with data relative to its mission and goals. The MMT reflects the many varied missions and goals of the medical schools. The AAMC has not created a composite index from the measures in this report because it is our intention to depict the individual outcomes achieved by each medical school. The AAMC rejects the notion of a single ultimate composite index to assess medical schools.

The MMT includes data on forty-five measures in six domains. The mission domains selected are:

1. Graduate a Workforce that Will Address the Priority Health Needs of the Nation
2. Prepare a Diverse Physician Workforce
3. Foster the Advancement of Medical Discovery
4. Provide High Quality Medical Education as Judged by Your Recent Graduates
5. Prepare Physicians to Fulfill the Needs of the Community
6. Graduate a Medical School Class with Manageable Debt

Structure of the MMT

The MMT provides comparative outcomes data for the 126 U.S. medical schools receiving LCME full accreditation as of 2006. Because of an absence of graduates from the years reviewed, the more recently opened medical schools are not represented. For medical schools that have merged (Medical College of Pennsylvania and Hahnemann, Minnesota-Twin Cities and Minnesota-Duluth), the data are presented as the single current medical school.

The data are presented in customized tables with percentile distributions based on all reporting institutions (pages 11 through 16). These customized tables show how your medical school compares to other U.S. medical schools on key measures across six domains. The definition of each measure and how it was derived is listed in order of presentation on pages 5-10 of this publication.

The customized tables array percentile distributions (e.g. 10th percentile, 20th percentile, etc.) for each indicator included in this report. Your medical school's values are displayed in yellow boxes at their relative percentile positions. For example, column one of Table 1 (page 11) indicates that a medical school with a total of 704 graduates would fall at the 60th percentile; with 634 total graduates, a medical school would fall at the 50th percentile. If your medical school had 700 graduates, there would be a yellow box with that number between the rows for the 50th and 60th percentiles.

Table 1 – Graduate a Workforce that Will Address the Priority Health Needs of the Nation

Measure	Description
<i>Total graduates from 1998 through 2002</i>	The total number of graduates from the medical school who received an M.D. degree between academic years 1997-1998 and 2001-2002, inclusive. The source of these counts is the AAMC Student Records System.
<i>Percent of graduates practicing in primary care</i>	The practice specialty in 2012 was taken from the American Medical Association Physician Masterfile for physicians providing direct patient care who graduated between academic years 1997-1998 and 2001-2002. Primary care includes the specialties of internal medicine, internal medicine/family medicine, internal medicine/pediatrics, pediatrics, family medicine, and general practice.
<i>Percent of graduates practicing in-state</i>	The practice location in 2012 was taken from the American Medical Association Physician Masterfile for physicians providing direct patient care who graduated between academic years 1997-1998 and 2001-2002. The practice state/territory/district was compared with the state/territory/district in which the medical school of graduation is located.
<i>Percent of graduates practicing in rural areas</i>	The practice location in 2011 was taken from the American Medical Association Physician Masterfile for physicians providing direct patient care who graduated between academic years 1997-1998 and 2001-2002. Rural areas are defined by Rural-Urban Commuting Area (RUCA) codes, version 2.0, according to Categorization C (see http://depts.washington.edu/uwruca/ruca-uses.php). Geocoded practice locations include only the 50 states and the District of Columbia.
<i>Percent of graduates practicing in medically underserved areas</i>	The practice location in 2011 was taken from the American Medical Association Physician Masterfile for physicians providing direct patient care who graduated between academic years 1997-1998 and 2001-2002. Physicians were only defined as practicing in an underserved area if they were providing direct patient care. Underserved areas are geographically defined Medically Underserved Areas (MUAs), but excludes other types of MUAs (see http://bhpr.hrsa.gov/shortage). MUA designation is based on an Index of Medical Underservice, which is derived from an area's ratio of primary medical care physicians per 1,000 population, infant mortality rate, percentage of the population with incomes below the poverty level, and percentage of the population age 65 or over. Geocoded practice locations exclude Puerto Rico.
<i>Total graduates entering post-graduate training</i>	The total number of graduates from the medical school who received an M.D. degree between academic years 2008-2009 and 2010-2011, inclusive. The source of these counts is the AAMC Student Records System.
<i>Percent of graduates estimated to practice family medicine</i>	Percent of graduates entering residency programs between academic years 2008-2009 and 2010-2011 who began a program in family medicine. The source of these data is the GME Track system of records on residents and residencies.
<i>Percent of graduates estimated to practice primary care</i>	Percent of graduates entering residency programs between academic years 2008-2009 and 2010-2011 who began a program in family medicine, internal medicine, pediatrics or medicine/pediatrics, less the percent of graduates entering fellowships in subspecialties of internal medicine and pediatrics between academic years 2008-2009 and 2010-2011. The source of these data is the GME Track system of records on residents and residencies.

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Table 2 – Prepare a Diverse Physician Workforce

Measure	Description
<i>Total graduates from 2006 through 2011</i>	The total number of graduates from the medical school who received an M.D. degree between academic years 2005-2006 and 2010-2011, inclusive. The source of these counts is the AAMC Student Records System.
<i>Number and percent of graduates who are Hispanic or Latino</i>	The total number and percent of graduates who indicated Hispanic or Latino on their AMCAS application. AMCAS conforms to the federal OMB Directive 15 on asking race and Hispanic or Latino origin as a two part, multiple response question where applicants self-describe their race and/or ethnicity. The applicant's self-description is imported into the AAMC Student Records System and remains the race and/or ethnic description throughout their medical school enrollment and completion.
<i>Number and percent of graduates who are American Indian or Alaska Native</i>	The total number and percent of graduates who indicated American Indian or Alaska Native on their AMCAS application. AMCAS conforms to the federal OMB Directive 15 on asking race and Hispanic or Latino origin as a two part, multiple response question where applicants self-describe their race and/or ethnicity. The applicant's self-description is imported into the AAMC Student Records System and remains the race and/or ethnic description throughout their medical school enrollment and completion.
<i>Number and percent of graduates who are Black or African-American</i>	The total number and percent of graduates who positively indicated Black or African-American on their AMCAS application. AMCAS conforms to the federal OMB Directive 15 on asking race and Hispanic or Latino origin as a two part, multiple response question where applicants self-describe their race and/or ethnicity. The applicant's self-description is imported into the AAMC Student Records System and remains the race and/or ethnic description throughout their medical school enrollment and completion.
<i>Total faculty</i>	The total number of faculty members with active, full-time appointments as of December 31, 2011, as reported to the AAMC Faculty Roster. Full-time faculty are defined as the number of all paid individuals who are considered by the medical school to be full-time medical school faculty whether supported by the medical school directly or supported by affiliated organizations, including full-time faculty based in affiliated hospitals, in schools of basic health sciences, and research faculty. Residents and fellows are not included.
<i>Number of faculty who are women</i>	The total number of female faculty members with active, full-time appointments as of December 31, 2011, as reported to the AAMC Faculty Roster.
<i>Percent of faculty who are women</i>	The total number of female faculty members as a percent of the total number of faculty members with active, full-time appointments at the same medical school as of December 31, 2011, as reported to the AAMC Faculty Roster.
<i>Number of faculty who are Hispanic or Latino, American Indian or Alaska Native, Black or African-American</i>	The total number of faculty members with active, full-time appointments as of December 31, 2011, who were reported to the AAMC Faculty Roster with any Hispanic or Latino background, with only American Indian or Alaska Native as a race, or with only Black or African-American as a race. To allow for an unduplicated faculty count by medical school, a faculty member's Hispanic or Latino origin classification takes priority over a faculty member's race classification. An individual in more than one race is classified under the category of multiple race (not shown).
<i>Percent of faculty who are Hispanic or Latino, American Indian or Alaska Native, Black or African-American</i>	Total number of faculty members as a percent of the total number of faculty members with active, full-time appointments as of December 31, 2011, who were reported to the AAMC Faculty Roster with any Hispanic or Latino background, with only American Indian or Alaska Native as a race, or with only Black or African-American as a race as a percent of the total number of full-time faculty members at the same medical school.

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Table 3 – Foster the Advancement of Medical Discovery

Measure	Description
<i>Total graduates from 2006 through 2011</i>	The total number of graduates from the medical school who received an M.D. degree between academic years 2005-2006 and 2010-2011, inclusive. The source of these counts is the AAMC Student Records System.
<i>Number and percent of those students who graduate with an M.D. and a Ph.D.</i>	In the AAMC Student Records System, the medical school registrars have the ability to select degrees conferred beyond just the M.D. degree. The numbers are tallied based on the registrars' indication of dual degrees conferred by the medical school and/or the graduate or professional school. Only medical schools reporting M.D./Ph.D. graduates are included.
<i>Percent of graduates who did research during medical school</i>	The percent of 2010, 2011, and 2011 graduates indicating on the AAMC Graduation Questionnaire that they participated in an elective research project with a faculty member while in medical school.
<i>NIH funding</i>	The total NIH dollars awarded to the medical school for fiscal year 2010-2011 excluding research and development contracts. The contract award information were not available at the time this report was created.
<i>Total federal research grants and contracts</i>	The total amount of federal research grants and contracts expenditures (direct and indirect costs) reported on the LCME Part I-A Annual Financial Questionnaire for fiscal year 2010-2011.
<i>Total graduates from 1998 through 2007</i>	The total number of graduates from the medical school who received an M.D. degree between academic years 1997-1998 and 2006-2007, inclusive. The source of these counts is the AAMC Student Records System.
<i>Number of graduates from 1998 through 2007 becoming faculty</i>	The total number of graduates from the medical school who received an M.D. degree between academic years 1997-1998 and 2006-2007, inclusive, who became full-time faculty members at a U.S. medical school at any point between their graduation and December 31, 2011. Graduate counts are taken from the AAMC Student Records System and faculty appointments are taken from the AAMC Faculty Roster.
<i>Percent of graduates from 1998 through 2007 becoming faculty</i>	The percent of graduates from the medical school who received an M.D. degree between academic years 1997-1998 and 2006-2007, inclusive, who became full-time faculty members at a U.S. medical school at any point between their graduation and December 31, 2011, as a percent of total graduates from the same medical school. Graduate counts are taken from the AAMC Student Records System and faculty appointments are taken from the AAMC Faculty Roster.

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Table 4 – Provide High Quality Medical Education as Judged by Your Recent Graduates

Measure	Description
<i>Basic Science course objectives were made clear to students</i>	Of all the 2010, 2011, and 2012 graduates responding to this question on the AAMC Graduation Questionnaire, the percent of graduates responding agree or strongly agree.
<i>Basic Science courses were sufficiently integrated/co-ordinated</i>	Of all the 2010, 2011, and 2012 graduates responding to this question on the AAMC Graduation Questionnaire, the percent of graduates responding agree or strongly agree.
<i>Basic Science content provided relevant preparation for clerkships</i>	Of all the 2010, 2011, and 2012 graduates responding to this question on the AAMC Graduation Questionnaire, the percent of graduates responding agree or strongly agree.
<i>Fourth year was important for enhancing my clinical education</i>	Of all the 2010, 2011, and 2012 graduates responding to this question on the AAMC Graduation Questionnaire, the percent of graduates responding agree or strongly agree.
<i>Overall I am satisfied with the quality of my medical education</i>	Of all the 2010, 2011, and 2012 graduates responding to this question on the AAMC Graduation Questionnaire, the percent of graduates responding agree or strongly agree.
<i>Rate the quality of your educational experiences in family medicine clinical clerkships</i>	Of all the 2010, 2011, and 2012 graduates responding to this question on the AAMC Graduation Questionnaire, the percent of graduates responding good or excellent.
<i>Rate the quality of your educational experiences in internal medicine clinical clerkships</i>	Of all the 2010, 2011, and 2012 graduates responding to this question on the AAMC Graduation Questionnaire, the percent of graduates responding good or excellent.
<i>Rate the quality of your educational experiences in pediatrics clinical clerkships</i>	Of all the 2010, 2011, and 2012 graduates responding to this question on the AAMC Graduation Questionnaire, the percent of graduates responding good or excellent.

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Table 5 – Prepare Physicians to Fulfill the Needs of the Community

Measure	Description
<i>Field experience in community health as an elective during medical school</i>	Of all the 2010, 2011, and 2012 graduates responding to this question on the AAMC Graduation Questionnaire, the percent indicating that they participated in an elective field experience in community health while in medical school.
<i>Had required opportunities for learning with non-M.D. students</i>	Of all the 2011 and 2012 graduates responding to this question on the AAMC Graduation Questionnaire, the percent indicating that they participated in any required curricular activities where they had the opportunity to learn with students from different health professions.
<i>Time devoted to your instruction in women's health</i>	Of all the 2010, 2011, and 2012 graduates responding to this question on the AAMC Graduation Questionnaire, the percent responding appropriate for this question.
<i>Time devoted to your instruction in culturally appropriate care for diverse populations</i>	Of all the 2010, 2011, and 2012 graduates responding to this question on the AAMC Graduation Questionnaire, the percent responding appropriate for this question.
<i>Time devoted to your instruction in role of community health and social service agencies</i>	Of all the 2010, 2011, and 2012 graduates responding to this question on the AAMC Graduation Questionnaire, the percent responding appropriate for this question.

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Table 6 – Graduate a Medical School Class with Manageable Debt

Measure	Description
<i>Cost of attendance for a 2012 graduate – in-state graduates</i>	The total cost of attendance for four years of medical school for a resident of the state where the medical school is located as reported on the AAMC Tuition and Student Fees Questionnaire between academic years 2008-2009 and 2011-2012. Cost of attendance includes tuition, fees, health insurance, and estimated costs for living expenses, transportation, books and equipment, computers/PDAs, and miscellaneous non-living expenses.
<i>Cost of attendance for a 2012 graduate – out-of-state graduates</i>	The total cost of attendance for four years of medical school for a non-resident of the state where the medical school is located as reported on the AAMC Tuition and Student Fees Questionnaire between academic years 2008-2009 and 2011-2012. Cost of attendance includes tuition, fees, health insurance, and estimated costs for living expenses, transportation, books and equipment, computers/PDAs, and miscellaneous non-living expenses.
<i>Average debt of indebted 2012 graduates</i>	Average amount of medical school debt (excluding joint, dual, or combined degree programs) carried by 2011 graduates among those 2012 graduates with debt, as reported on the LCME Part I-B Student Financial Aid Questionnaire for the academic year 2011-2012.
<i>Average debt 2007-2012 CAGR</i>	Estimated average annually compounded growth rate of average graduate medical school debt between academic years 2006-2007 and 2011-2012, assuming constant growth, as reported on the LCME Part I-B Student Financial Aid Questionnaire between academic years 2006-2007 and 2011-2012. Formula = $[(2012 \text{ Average Graduate Debt}/2007 \text{ Average Graduate Debt})^{(1/5)}]-1$.

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TABLE 1 Graduate a Workforce that Will Address the Priority Health Needs of the Nation
 University of North Carolina at Chapel Hill School of Medicine
 Benchmarked against All Medical Schools



Percentile	Areas of Practice for Graduates from 1998 through 2002					Areas of Estimated Practice for Graduates from 2009 through 2011		
	Total Graduates	Percent in Primary Care Medicine	Percent Practicing In-state	Percent Practicing in Rural Areas	Percent Practicing in Underserved Areas	Total Graduates Entering Post-Graduate Training	Percent in Family Medicine	Percent in Primary Care
90	969	37.7%	53.3%	16.9%	25.8%	586	14.7%	33.1%
80	830	33.8%	44.7%	12.8%	20.9%	501	12.4%	30.7%
70	755	31.0%	39.6%	11.4%	18.9%	459	10.1%	27.6%
	735		38.1%	11.2%		444	9.7%	
60	704	29.8%	37.3%	9.2%	17.7%	427	8.7%	25.8%
		29.5%						
50	634	28.9%	34.1%	7.6%	16.1%	402	7.9%	24.6%
40	536	27.1%	28.5%	6.0%	15.1%	341	7.0%	23.0%
30	493	24.8%	24.6%	4.9%	14.1%	295	5.9%	21.2%
20	445	22.7%	17.3%	4.1%	12.9%	272	4.5%	19.8%
10	306	19.0%	11.5%	3.2%	11.4%	194	2.6%	16.4%
Mean	638	28.4%	32.3%	9.1%	18.1%	392	8.4%	24.8%
Valid N	124	124	124	124	124	126	126	126

Note: The percentile distributions include reported zero values but exclude missing values.

Source: AAMC Student Records System; American Medical Association Physician Masterfile; GME Track System

Staff Contact: For general report questions, contact Henry Sondheimer, M.D., at hsondheimer@aamc.org. For the data contributors to this table, see the definitions section of the report (pages 5 through 10).

TABLE 2 Prepare a Diverse Physician Workforce
 University of North Carolina at Chapel Hill School of Medicine
 Benchmarked against All Medical Schools



Percentile	Graduates from 2006 through 2011							Full-Time Faculty as of December 31, 2011				
	Total Graduates	Number who are Hispanic or Latino	Percent who are Hispanic or Latino	Number who are American Indian or Alaska Native	Percent who are American Indian or Alaska Native	Number who are Black or African-American	Percent who are Black or African-American	Total Faculty	Number who are Women	Percent who are Women	Number who are Hispanic or Latino, American Indian or Alaska Native, or Black or African-American	Percent who are Hispanic or Latino, American Indian or Alaska Native, or Black or African-American
90	1,147	129	12.9%	16	1.7%	109	11.9%	2,076	794	43.0%	147	12.4%
80	996	75	8.8%	13	1.2%	77	8.9%	1,581	634	41.4%	103	9.4%
70	934	53	6.9%	9	0.9%	61	8.0%	1,531	472	38.0%	87	7.9%
60	918	44	5.3%	7	0.7%	53	6.6%	1,313	472	38.0%	87	7.9%
50	876	44	5.3%	6	0.7%	53	6.6%	1,122	386	36.5%	76	6.6%
40	806	34	4.3%	5	0.6%	45	5.7%	899	321	35.0%	57	5.7%
30	669	26	3.6%	4	0.5%	35	4.4%	734	261	33.8%	49	5.3%
20	600	19	2.7%	3	0.4%	25	3.4%	625	213	32.7%	36	4.5%
10	543	16	2.0%	2	0.3%	21	2.7%	381	136	31.4%	30	4.1%
	386	10	1.4%	1	0.1%	8	1.3%	232	73	29.4%	20	3.6%
Mean	785	55	8.3%	7	0.9%	54	7.3%	1,101	403	35.7%	75	9.8%
Valid N	126	126	126	126	126	126	126	126	126	126	126	126

Note: The percentile distributions include reported zero values but exclude missing values.

Source: AAMC Student Records System; AAMC Faculty Roster

Staff Contact: For general report questions, contact Henry Sondheimer, M.D., at hsondheimer@aamc.org. For the data contributors to this table, see the definitions section of the report (pages 5 through 10).

TABLE 3 Foster the Advancement of Medical Discovery
 University of North Carolina at Chapel Hill School of Medicine
 Benchmarked against All Medical Schools



Percentile	Graduates from 2006 through 2011			Participation in Medical School Electives (Average Percent Participating, 2010-2012)	Fiscal Year 2011		Graduates from 1998 through 2007 Becoming Faculty at Any Time through December 2011		
	Total Graduates	Number with Combined MD/PhD Degrees	Percent with Combined MD/PhD Degrees	Percent who Did Research During Medical School	NIH Awards	Total Federal Research Grants and Contracts Expenditures	Total Graduates	Number Becoming Faculty	Percent Becoming Faculty
90	1,147	63	8.3%	92.6%	\$287,133,424	\$383,310,518	1,911	429	28.2%
					\$233,469,883	\$298,632,564			
80	996	49	5.7%	81.3%	\$164,487,119	\$246,641,381	1,656	355	25.4%
		39						342	23.1%
70	934	33	4.4%	73.7%	\$118,602,619	\$171,076,100	1,529	328	22.5%
	918		4.2%	70.0%			1,478		
60	876	23	2.9%	68.9%	\$73,995,501	\$122,426,510	1,411	301	20.7%
50	806	19	2.2%	63.7%	\$51,382,441	\$72,258,192	1,264	259	19.4%
40	669	15	1.7%	59.8%	\$36,516,708	\$53,806,673	1,064	223	18.3%
30	600	11	1.4%	55.4%	\$22,144,252	\$30,321,405	971	199	16.6%
20	543	7	0.9%	51.2%	\$11,381,172	\$19,950,623	872	135	15.2%
10	386	2	0.3%	48.5%	\$6,189,368	\$9,490,510	595	91	12.7%
Mean	785	28	3.5%	66.3%	\$93,809,859	\$148,611,021	1,267	260	20.2%
Valid N	126	109	109	126	126	126	125	125	125

Note: The percentile distributions include reported zero values but exclude missing values.

Source: AAMC Student Records System; AAMC Graduation Questionnaire; NIH; LCME Part I-A Annual Financial Questionnaire; AAMC Faculty Roster

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TABLE 4 Provide High Quality Medical Education as Judged by Your Recent Graduates
 University of North Carolina at Chapel Hill School of Medicine
 Benchmarked against All Medical Schools



Percentile	Evaluation of Medical School Experiences (Average Percent Responding Agree/Strongly Agree, 2010-2012)					Evaluation of Medical School Clerkships (Average Percent Responding Good or Excellent, 2010-2012)		
	Basic Science Course Objectives Were Made Clear to Students	Basic Science Courses Were Sufficiently Integrated/ Coordinated	Basic Science Content Provided Relevant Preparation for Clerkships	Fourth Year was Important for Enhancing My Clinical Education	Overall I am Satisfied with the Medical Education I Received	Rate the Quality of Educational Experiences in Family Medicine Clinical Clerkships	Rate the Quality of Educational Experiences in Internal Medicine Clinical Clerkships	Rate the Quality of Educational Experiences in Pediatrics Clinical Clerkships
90	93.6%	90.3%	84.4%	86.7%	94.1%	92.8%	96.6%	93.7%
	92.7%			85.5%		90.0%		92.4%
80	92.1%	86.6%	78.1%	84.2%	92.6%	89.8%	95.1%	91.7%
			75.9%					
70	90.9%	83.6%	75.6%	81.6%	92.0%	88.5%	93.9%	90.2%
60	88.3%	81.6%	71.9%	79.2%	90.8%	86.3%	93.0%	89.1%
50	87.4%	80.4%	69.4%	78.0%	89.6%	83.9%	91.6%	87.3%
40	86.3%	77.8%	66.4%	75.8%	88.0%	83.3%	90.6%	85.6%
30	84.1%	75.3%	63.6%	74.5%	86.8%	80.7%	89.3%	84.3%
20	82.5%	73.3%	61.1%	72.0%	85.3%	77.0%	87.9%	82.5%
10	78.0%	69.2%	55.5%	68.6%	82.3%	70.5%	84.0%	78.3%
Mean	86.9%	79.6%	69.3%	77.5%	88.7%	83.1%	90.5%	86.6%
Valid N	126	126	126	126	126	126	126	126

Note: The percentile distributions include reported zero values but exclude missing values.

Source: AAMC Graduation Questionnaire

Staff Contact: For general report questions, contact Henry Sondheimer, M.D., at hsondheimer@aamc.org. For the data contributors to this table, see the definitions section of the report (pages 5 through 10).

TABLE 5 Prepare Physicians to Fulfill the Needs of the Community
 University of North Carolina at Chapel Hill School of Medicine
 Benchmarked against All Medical Schools



Percentile	Field Experience in Community Health as an Elective during Medical School	Required Learning with Other Health Professions Students	Evaluation of Time Devoted to Instruction (Average Percent Responding Appropriate, 2010-2012)		
	Average Percent Participating, 2010-2012	Average Percent Participating, 2011-2012	Instruction in Women's Health	Instruction in Culturally Appropriate Care for Diverse Populations	Instruction in Role of Community Health and Social Service Agencies
90	62.4%	94.4%	93.4%	88.9%	83.5%
80	53.7%	84.1%	92.3%	87.5%	80.6%
70	50.8%	78.5%	91.2%	85.1%	79.2%
60	47.0%	71.4%	90.2%	84.4%	78.7%
50	44.4%	66.8%	89.3%	83.3%	75.1%
40	41.6%	61.9%	88.5%	82.3%	73.3%
30	39.2%	57.2%	86.7%	81.1%	70.8%
20	35.7%	54.4%	85.5%	78.1%	67.4%
10	33.5%	47.1%	83.2%	74.9%	63.4%
Mean	45.8%	68.3%	88.7%	82.4%	74.3%
Valid N	126	126	126	126	126

Note: The percentile distributions include reported zero values but exclude missing values.

Source: AAMC Graduation Questionnaire

Staff Contact: For general report questions, contact Henry Sondheimer, M.D., at hsondheimer@aamc.org. For the data contributors to this table, see the definitions section of the report (pages 5 through 10).

TABLE 6

Graduate a Medical School Class with Manageable Debt

*University of North Carolina at Chapel Hill School of Medicine
Benchmarked against All Medical Schools*



Percentile	Cost of Attendance for a 2012 Graduate		Average Debt for Graduates	
	In-state Graduates	Out-of-state Graduates	Average Debt of Indebted 2012 Graduates	Average Debt 2007-2012 CAGR
90	\$289,114	\$319,172	\$200,008	5.6%
80	\$275,422	\$300,918	\$180,170	5.0%
70	\$251,788	\$290,856	\$162,010	4.3%
60	\$228,636	\$284,965	\$150,888	3.9%
50	\$218,510	\$277,769	\$145,422	3.5%
40	\$209,725	\$268,922	\$137,718	2.8%
30	\$194,338	\$263,745	\$130,403	2.2%
20	\$183,827	\$251,788	\$118,541	1.3%
10	\$165,265	\$223,929	\$104,586	(0.4%)
Mean	\$223,589	\$277,304	\$147,051	3.0%
Valid N	125	119	125	124

Note: The percentile distributions include reported zero values but exclude missing values.

Source: AAMC Tuition and Student Fees Questionnaire; LCME Part I-B Student Financial Aid Questionnaire

Staff Contact: For general report questions, contact Henry Sondheimer, M.D., at hsondheimer@aamc.org. For the data contributors to this table, see the definitions section of the report (pages 5 through 10).